|  |
| --- |
| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.3.6. Solve problems and demonstrate an understanding of equivalence using the equals sign in number sentences that reflect the commutative and associative properties of addition and multiplication of whole numbers, e.g. 3 x 5 = 5 x 3.  2.1.5.    Represent fractions with like and unlike denominators of 2, 3, 4, 5, 6 and 8 using a variety of materials; label the fractional parts using words and fraction symbols.  2.1.6.    Locate, label and estimate fractions with like and unlike denominators of 2, 3, 4, 5, 6 and 8 by constructing and using models, pictures and number lines.  2.1.7.    Determine equivalence, compare and order fractions through the construction and use of models, pictures and number lines with like and unlike denominators of 2, 3, 4, 5, 6 and 8, including identifying a whole object or a whole set of objects as a fraction with the same numerator and denominator.  2.1.8.    .Use models, number patterns and counting and grouping of objects, to find equal parts of a set of objects and identify amounts such as ⅔ of 12 is 8.  2.2.12.    .Solve problems involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00 with and without regrouping, using a variety of strategies, including models.  2.2.16.    Use a variety of estimation strategies to determine and justify the reasonableness of an answer to a computation or word problem involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00.  3.2.6. Investigate ways to tile or tessellate a shape or region using a variety of polygons.  **Ten Minute Math ONLY**  1.3.5.    Demonstrate understanding of equivalence as a balanced relationship of quantities by using the equals sign to relate two quantities that are equivalent and the inequality symbols, < and >, to relate two quantities that are not equivalent. (23 x 5 > 23 x 2)(Today’s Number)  3.3.7. Use calendar and clocks to plan and sequence events and identify events and times as occurring in the a.m. and p.m.(What Time is it?)  3.3.8.    Solve problems involving telling time to the nearest quarter hour, five minutes and minute using analog and digital clocks.(What Time is it?) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |